

Welcome to our Year 10 Information Evening



Tadcaster
Grammar School

Be Your Best Self

Monday 25th September 2023

Slides and info for:

ENGLISH

AQA GCSE English Literature

Paper 1 40%

Paper 2 60%

Section A:
Shakespeare
'Macbeth'

Section B:
19th Century Prose
'Jekyll and Hyde'

Section A:
Modern Texts
*'An Inspector
Calls'*

Section B:
Anthology
poetry (Power
and Conflict)

Section C:
Unseen Poetry

**Total exam time:
1 hour and 45 minutes**

**Total exam time:
2 hours and 15 minutes**

The highlighted topics will be taught in Year 10

AQA GCSE English Language

Paper 1 50%

Section A:
Reading an extract from a fiction text and answering 4 questions

Section B:
Writing a story or a description based on an image

**Total exam time:
1 hour and 45 minutes**

Paper 2 50%

Section A:
Reading two extracts from non-fiction texts and answering 4 questions

Section B:
Writing to argue or persuade

**Total exam time:
1 hour and 45 minutes**

Highlighted topics will be covered in Year 10

AQA GCSE English Language NEA

Speaking and Listening task

Students need to write and present a 3-5 minute speech on a topic of their choice.

They will be graded on this and their results will appear on their GCSE Language Exam Certificate.

The possible grades are:

- Pass
- Merit
- Distinction

What can you expect from the English Department

- There are no exam tiers in English. We largely teach in mixed ability groups.
- Units will alternate between work on English Language and English Literature; the two qualifications are taught alongside each other.
- We follow a programme of formative and summative assessments throughout Years 10 and 11 so that we know exactly how your child is progressing and can forecast grades accurately.
- We use a varied range of feedback strategies including peer assessment, self assessment, whole class feedback, teacher feedback, coded marking, verbal feedback.

What do we expect from our students?

- Whilst English is a familiar subject, the need for revision is a key difference from KS3. They cannot take copies of the books into the exams. Everything they study from now on will be assessed at the end of Year 11.
- Stay on top of homework (which is often revision or exam practice). It will be set at regular intervals and will take different forms to consolidate understanding and knowledge taught in lessons. This will also include recall quizzes and recall tasks.
- Start revision early; it must start in Year 10. There is a huge volume of course content so we need students to take responsibility for learning quotes and understanding plots and characters.

What do we expect from our students?

- As part of the revision process, students will be required to create quote flashcards and other resources to test themselves with. This will begin in Year 10 to start them off in good habits.
- We need students to understand that, even though it is the beginning of Year 10, their GCSE journey has already begun. They need to make the most of every learning opportunity starting now; there is a vast amount of work to cover.

How can you support your child?


- One of the biggest ways which you can support your child is by continuing to encourage them to read as much as possible. This does so much to support reading and writing skills in lessons.
- Discuss the texts we are studying with them. Many of you will have read the same texts at school and speaking about them with you will really help their understanding. Teaching someone else is an excellent way to learn! Ask them to tell you about the plot, characters or themes and test them on their quotes.

How can you support your child?

- There are a wealth of free online resources which can help to reinforce what students have been learning in lessons, for example:
 - Mr Bruff videos (available on Youtube),
 - Seneca Learning
 - BBC Bitesize
- If you wish to further support your child's learning at home, you may wish to invest in a revision guide. We recommend the CGP ones in particular and students will be given the opportunity to buy these (at a discounted price) at the beginning of Year 11.

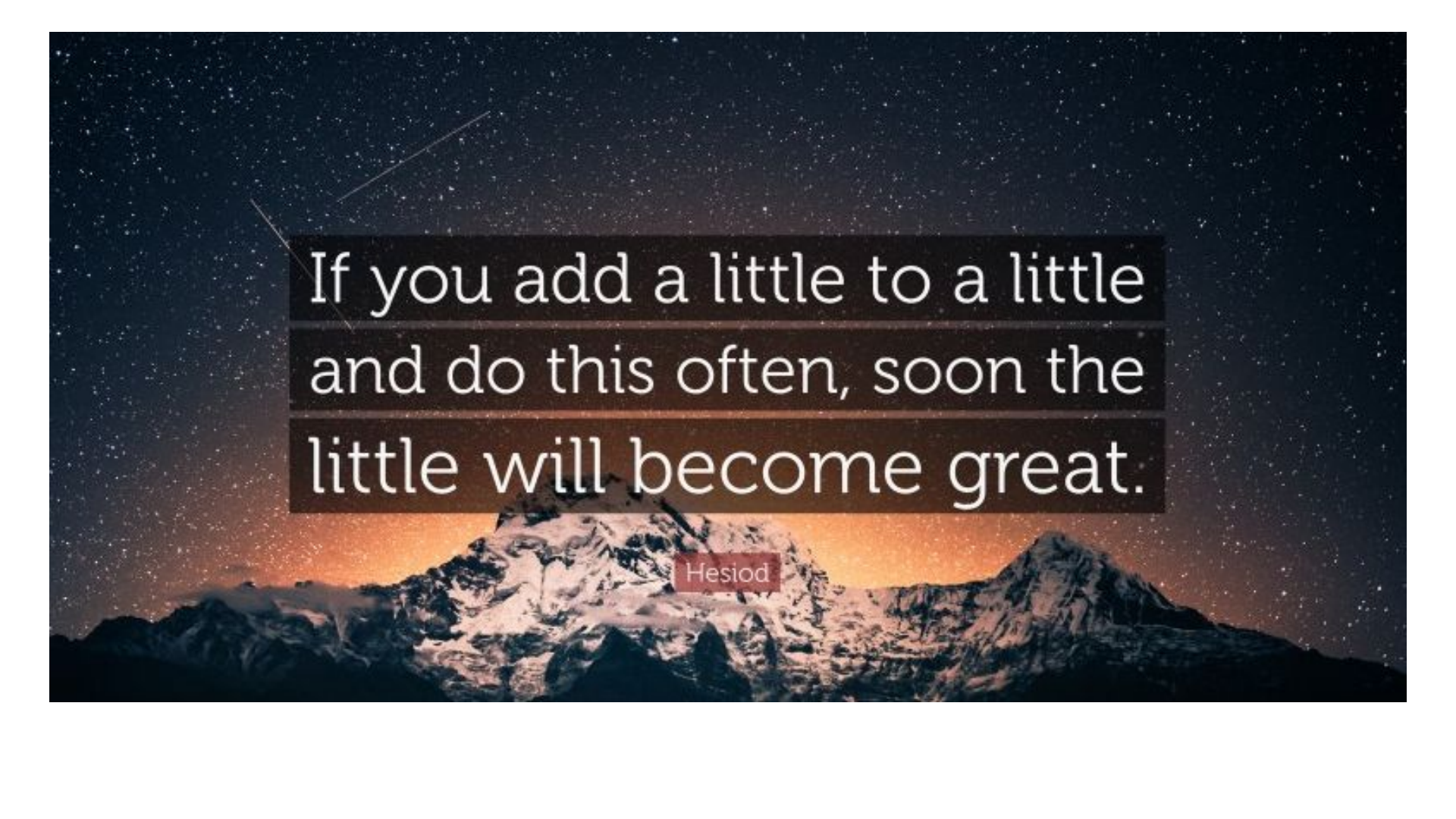
Slides and info for:

MATHS



**Just stick with it. What
seems so hard now will
one day be your warm up.**

Anonymous



If you add a little to a little
and do this often, soon the
little will become great.

Hesiod

2 tiers

Foundation (grades 1-5)

Sets 4 & 5

Higher (grades 4-9)

Sets 1 - 3*



5 curriculum categories

Number

- The number system
- Fractions, decimals, percentages
- Calculations
- Rounding

Geometry

- Angles and constructions
- Length, area and volume
- Transformations

Algebra

- Manipulations
- Equations and inequalities
- Sequences and graphs

Ratio, Proportion and Rates of change

- Speed, Density, Pressure
- Scale Drawings and Scale Factors
- Ratio problems
- Percentage Increase/Decrease

Statistics

- Probability
- Data

3 papers

Paper 1

Non-calculator

90 minutes long

10% are multiple choice questions

Paper 2 & 3

Calculator

90 minutes long

10% of each paper are multiple choice questions

1 grade, many doors open

Grade 4 is classed as a 'standard pass'

Grade 5 is classed as a 'strong pass.'

Universities and apprenticeship providers are now reaching down to GCSE grades as a means of selection to courses.



Homework

Completed weekly through the Sparx AI website.

Designed to revisit recently (and not-so recently) learnt work and for students to reach 100% weekly completion.

Support videos for every question.

Independent Learning for revision.

Parents receive an email each week to report on progress/completion.



Revision

At every assessment point students are provided with a revision list to use with Sparx so they can prepare to the best of their ability.

The [One Stop Shop](#) provides students with access to past papers and a wealth of other resources.

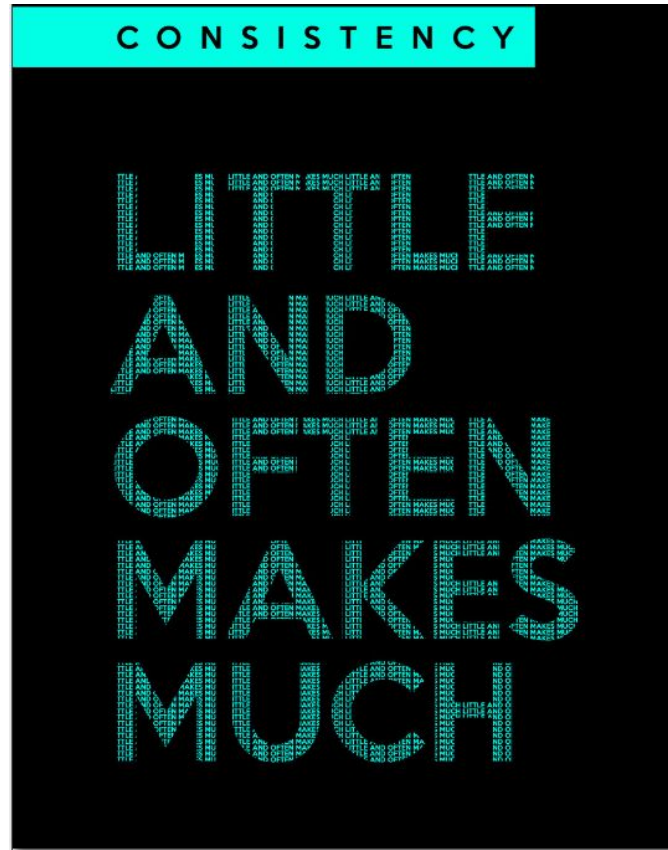
You can also purchase a revision pack through school for the Collins revision guide and the Corbett Maths revision cards.



How can you support your child?

- Ensure your young person is keeping up to date with the Sparx homework. Hopefully the emails are helping you to do this on a weekly basis.
- If you wish to further support your child's learning at home, you may wish to invest in a revision pack. The letter has just gone out to parents today.
- If you want to go whole hog, go for a tangible resource to help with little and often: e.g. [Corbett 5-a-day](#)
- Encourage, and avoid the phrase "I wasn't any good at Maths when I was at school".

The biggest key to success in Maths, wherever you begin your journey...



Slides and info for:

SCIENCE

Science has 3 Curriculum pathways at TGS

1. Students in set 1 classes study **Separate Sciences**. Most students sit Higher Tier papers (grades 4-9), but Foundation tier (grades 1-5) is an option and mix and match possible.
2. Students in set 2 classes study **Combined Science**. Higher tier papers are graded from grade 44 to grade 99. Foundation tier papers are graded from grade 11 to grade 55.
3. Students in set 3 study **Combined Science** (Foundation tier) and also **Entry level science**. Entry level is internally assessed as level 1,2 or 3.

Important pointers for parents and students

Revision and exam preparation

- There are lots of revision resources available on the “One stop shop”. Many of these will help students retain knowledge.
- However, unlike year 7-9 students need to start using **past paper questions** as a big part of their revision.
- For all three sciences it is important that students revise **Required practicals** thoroughly before any exam, particularly the **Method** for each practical. Other practical skills are more generic and covered several times over the two years

More specific pointers

- In Biology, there is a lot of specific science terminology. Making a Glossary of key words is a good idea for each topic
- In Physics there are a lot of equations to remember. This is particularly important in Separate Physics and Combined Higher Physics papers. It is desirable for Foundation Combined Physics exam papers but not as important.

Curriculum pathway and tier changes

Initially statistically generated target grades and teacher professional judgement will be used to determine the best **Tier of entry** (H or F) for your child.

However, following on from each mock exam we may change your child's tier of entry.

Set 1 students all start off on Higher tier Separate Sciences. Following on from mock exams the Science CTL will be in touch if your child's performance suggests it would be in their interests to change to a different curriculum pathway.

Revision guides

The following OUP Guides are very good as they follow TGS lessons exactly

Separate sciences

Biology: ISBN 978-0-19-835940-1

Chemistry: ISBN 978-0-19-835941-8

Physics: ISBN 978-0-19-835942-5

Combined Science

Biology: ISBN 978-0-19-835930-2

Chemistry: ISBN 978-0-19-835931-9

Physics: ISBN 978-0-19-835932-6

Course codes

Biology (Separate)	:AQA 8461
Chemistry (Separate)	:AQA 8462
Physics (Separate)	:AQA 8463
Combined Science (Trilogy)	:AQA 8464
Entry level Science (Single award)	:AQA 5961



Tadcaster
Grammar School

Be Your Best Self

The Teenage Experience

Mel Carroll
Assistant Headteacher

Experience of a parent of a teenager...

I am trying to enjoy every parenting moment but my teenager is making it difficult!

Experience of a parent of a teenager...

Going in to a teenager's room is like taking a trip to Ikea...

You pop in just to look and end up leaving with 6 cups, 2 plates, 3 bowls, a tea towel and some cutlery...

Dr Mike Riera



'I think teenagers are frequently misunderstood by even the most caring adults...

Teenagers are complex, but they are not impossible to understand.

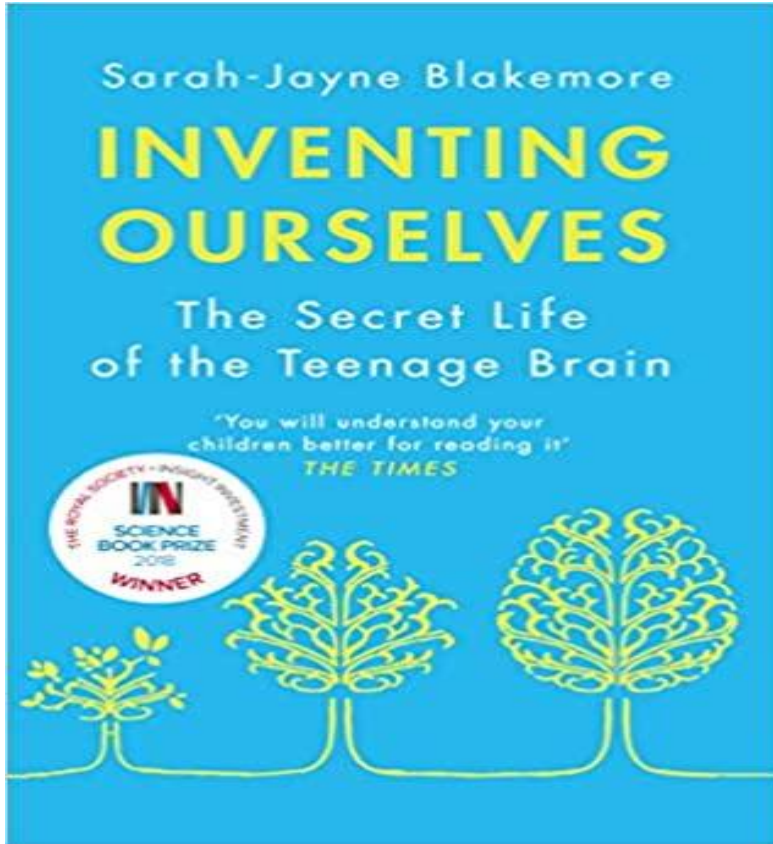
My goal is to help translate what teenagers mean (but can't say) by their behaviours and attitudes.

As adults, the more we understand the meanings behind their behaviours, the more flexible we can be in our responses. This in turn means better relationships with our teenagers and healthier teenagers overall.

Finally, parenting a teenager means thinking and acting more in terms of influence than control — easy to say, tough to do.'

<http://www.mikeriera.com/>

Understanding the teenage brain



- Puberty is like a second growth spurt for the brain cells, new cells grow so teens use their emotional brains much more.
- Teenagers feel positive and negative feelings at an even more heightened intensity (just as toddlers do).
- During the brain development there is a growth of cells first and the connections occur later. This can often result in it taking teens a lot longer to process information that we do as adults.

During Adolescence

Changes in emotional functioning in teens include:

- Physical growth, sleeping patterns and fatigue
- Hormonal fluctuations/puberty
- Challenges with social and intimate relationships
- Development of self-identity
- Rejecting parental help with decision making
- Increased risk taking behaviour
- It is also important to remember it is a myth that all teens have difficulties



Emotional Changes

You may also notice the following?



Teenagers can experience:

- Changes in emotional expression
- Rapid onset of emotions
- More emotional
- Increased embarrassment
- Increased emotional awareness
- Fewer strategies to regulate their emotions
- Can be vulnerable to emotional flooding

Activity

You are at the airport ready to jet off for your long anticipated half-term break.

You move forward from the queue to the check in desk.

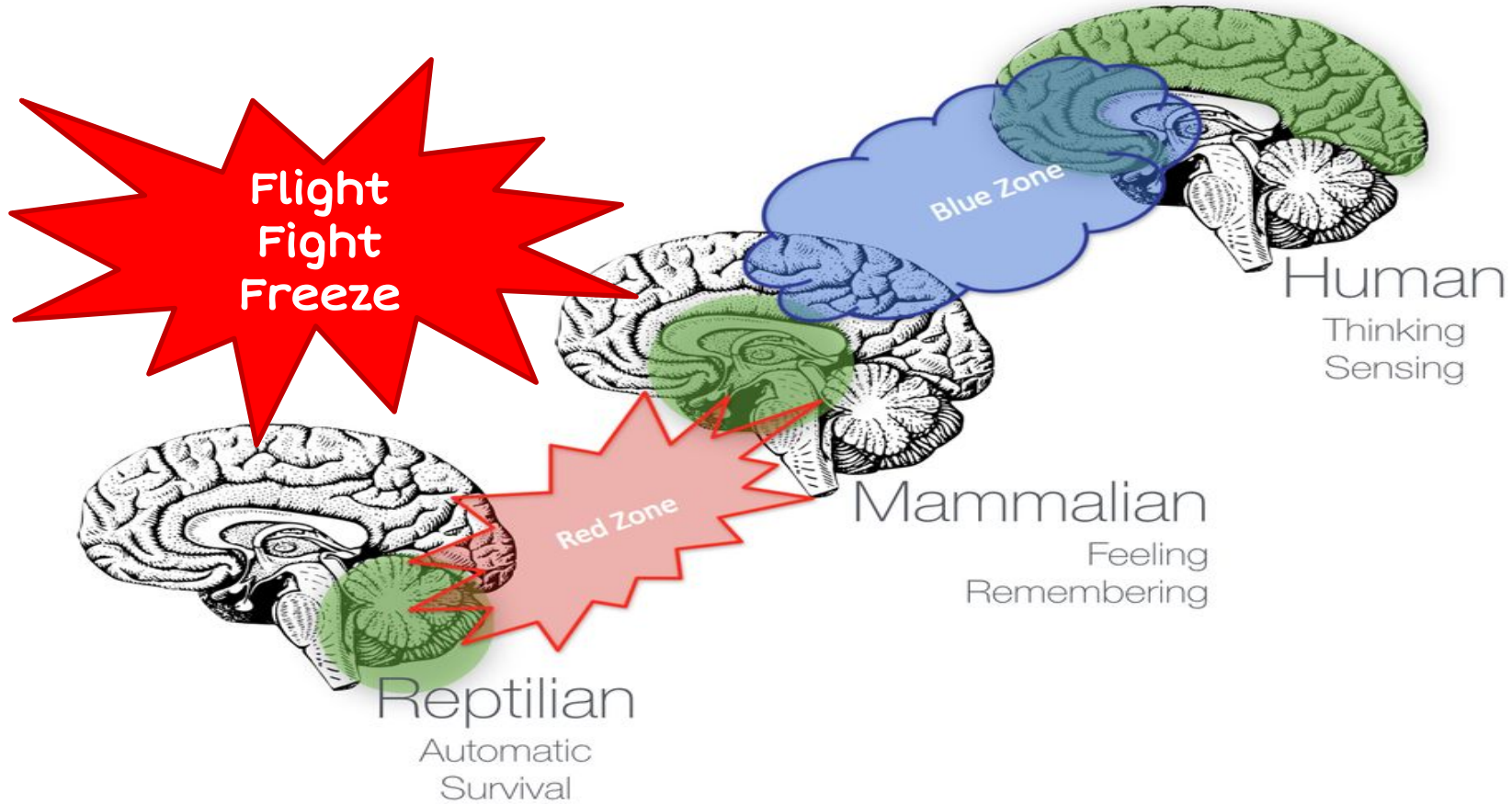
**You are asked to present your passport...
you realise it is not there!**

- 1) What is your immediate reaction?
- 2) What do you do?

Recognising the stress reaction

3 levels of regulation:

- Physiological
 - Relational
 - Cognitive
-
- Where were you in our example?
 - What is the importance of having a developed stress management system?
 - Young people (and adults!) struggle when they have under-developed stress management system



What is Emotion Coaching?

'helping children and young people to understand the different emotions they experience, why they occur and how to handle them' (Gottman, 2007)

Research suggests this is key to happy, resilient and well-adjusted young people

HOW?

By training practitioners and parents in Emotion Coaching so they can support children's capacity for pro-social behaviour and emotional regulation.

Five steps to Emotion Coaching

- 1. Tuning in: Notice or become aware of emotions**
- 2. C**onnect and recognize the opportunity to 'teach' about emotions
- 3. A**ccept and listen: show understanding and empathy
- 4. R**eflect: what you hear and see, name the emotions
- 5. E**nd with problem solving (and set limits if necessary)

Adolescent dilemma and the need for the adult as Emotion Coach

- *' . . . want to be adults and they're exposed to a semi-adult culture, but they don't have the prefrontal cortex to regulate those adult behaviours They can't apply emotional brakes.'*
- *'They have the passion and the strength but no brakes and they may not get good brakes until they are twenty-five.'* (Giedd)
- Parents, caregivers, teachers... sometimes need to act as though they are their teenagers' *'frontal cortex ...talking through possibilities and options. They have to function like a surrogate set of frontal lobes, an auxiliary problem solver.'* (Siegel)

Key phrases from Dr Dan Siegel:



Naming and
Taming – don't
deny the feeling



Rapport before
reason



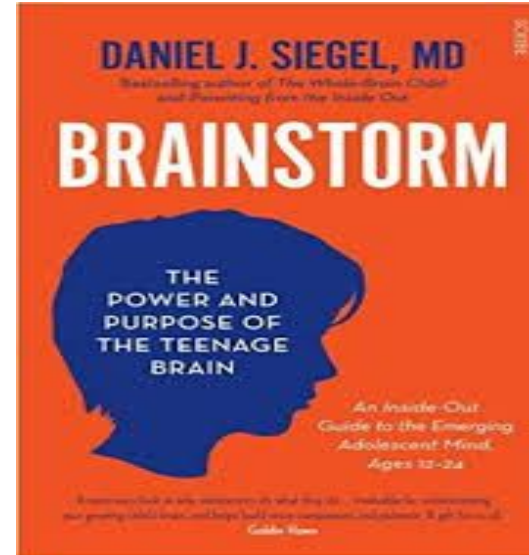
Connect before
correct



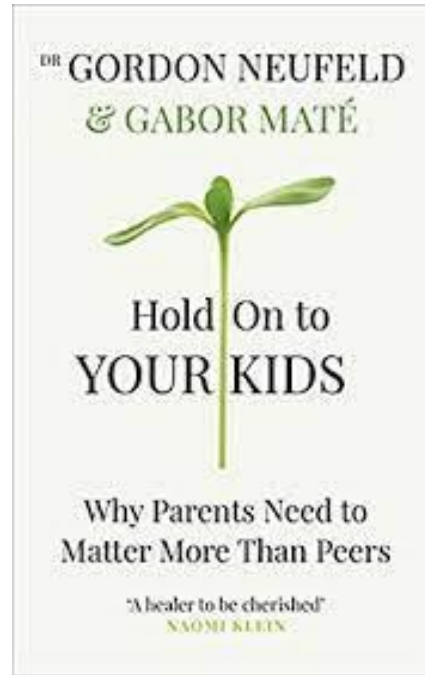
To understand you
have to be
understood



Engage don't
enrage



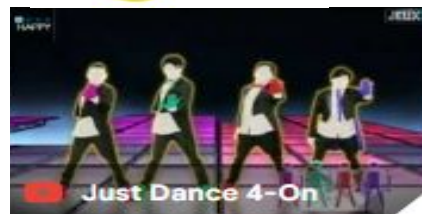
- Parents/ carers need to be vigilant and stay connected with their young person – even when they push us away
- Relationships and communication are key



- Adolescence is a time of self-discovery and novelty-seeking behaviour, and it's natural that teens will start to cut ties
- Teenagers need to become independent, but we live in a very complex world (e.g. lots of stimulation in their world, exposure to many potential stresses that arise from being online)
- Consequently parents/ carers need to be vigilant and stay connected with their young person
- Take advantage of times when it may be easier for our teens to talk e.g. car journeys, just looking straight ahead, the lack of eye contact can help us to start talking about sensitive things.



Focus		House
CONNECT (Arts and Culture)	Heart icon	DAWSON
GIVE (Enterprise and Charity)	Smiley face icon	TOULSTON
KEEP LEARNING (Life-long learning)	Open book icon	CALCARIA
BE ACTIVE (Healthy Lifestyles)	Person running icon	FAIRFAX
TAKE NOTICE (Global and Environmental Education)	Leaf icon	OGLETHORPE



If our young people are in good health mentally and physically, they are better able to cope and when they feel positive, they are more open to new ideas, creativity and change, making them more effective and innovative in the classroom.

Please speak to your tutor, Pastoral Leader or Year Leader and have a chat or email them if you have any concerns about your wellbeing or the wellbeing of someone you know. You can also check out these useful links

[Teen sleep hub](#)

[Anxiety/Stress factsheets](#)

Wellbeing

External services working with in school:
Just B
Wellbeing in Mind Team

Tutor programme of support

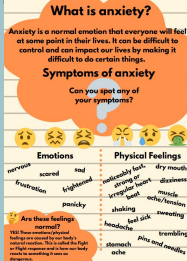
You will find a number of useful websites to help manage stress/anxiety:

[Managing Exam Stress](#)

[Shout text service](#)

[The Mix](#)

[Relaxation Tips for Positive Wellbeing](#)




Give
Your time, your words, your presence

BE ACTIVE
DO WHAT YOU CAN, ENJOY WHAT YOU DO, MOVE YOUR MOOD

KEEP LEARNING
EMBRACE NEW EXPERIENCES, SEE OPPORTUNITIES, SURPRISE YOURSELF

CONNECT
WELLBEING WEDNESDAY
TALK & LISTEN, BE THERE, FEEL CONNECTED

TAKE NOTICE
REMEMBER THE SIMPLE THINGS THAT GIVE YOU JOY

Wellbeing and Mental Health Support for Young People available in North Yorkshire

The Go-To website - houses the marketplace -summary of the services available to young people and can be accessed by all services in Education

[Go to website](#)

Plus a really useful [animation](#)



Are you a Young Person needing help with your mental health?

Self-Care
Everyday life brings various ups and downs therefore it is important to take time for self-care.
There are lots of things you can do to look after your mental wellbeing. Click [here](#) for some top tips on feeling good and advice for coping with common issues.

Do you need some more information?
Talk to family, friends or an adult you trust.

The Go-To
For healthy minds in North Yorkshire

recoverycollege online

YOUNG MINDS
Talking for young people's mental health

the sleep charity

Qwell
Adults aged 18+

childline
CALL OR TEXT 0800 1111 24 hours, 7 days a week for free

Would you like to talk to someone?
If you are concerned about your mental health speak to a member of school or college staff as soon as possible. They will have access to a range of services that will be able to help you.

WELLBEING IN MIND
Teams available in some schools across Scarborough, Ryedale, Hamgater, Sotby, Hambleton and Richmondshire - speak to a member of school staff for more information

NHS Bradford District Care
NHS Foundation Trust

Compass Phoenix

childline
CALL OR TEXT 0800 1111 24 hours, 7 days a week for free

NHS
Specialist CAMHS referral

Do you need urgent support or help?
If there is immediate danger of serious risk or harm call 999
If you need someone to talk to and the problem isn't immediately life threatening call 111

NHS
CAMHS crisis number - 0800 0516171 North Yorkshire, 0800 952 1181 Craven Only. Available 24 hours 7 days a week

childline
CALL OR TEXT 0800 1111 24 hours, 7 days a week for free

shout
Text SHOUT on 85258

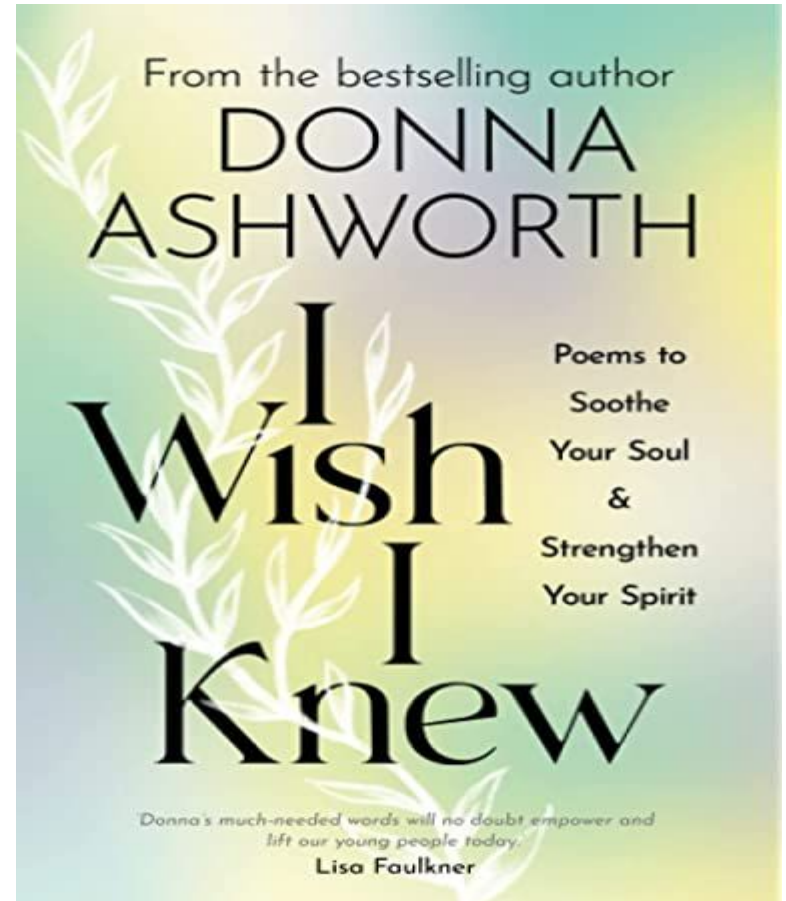
SAMARITANS
18+

PAPYRUS
MENTAL HEALTH EXPERTS

Click here for our [Market Place](#) which offers more in depth information on mental health services in North Yorkshire.

‘The Teenage Cloud’

by Donna Ashworth





Year 10 Parents Information Evening

Monday 25th September 5.30-7.30 PM



Outcomes for this evening:

- What makes a successful Year 10 and the unique ethos for our year
- Important themes and key dates
- Support available for your child through KS4 and how parents/carers can support
- Looking ahead to Year 11 and beyond

What makes a great Year 10?

**Being nice to
each other!**

brating
cess

Together

are at

g Back



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What makes a great Year 10?

Attend
School
Everyday

Access
Great
Support

Looking
ahead

Develop habits
of Good
learning and
revision

Celebrating
Success

Making the
right start

Be that Role
model:
Giving Back

Behave
Well

Knowing
where you
are at

Together

What makes a great Year 11?

Attend
School
Everyday

Access
Great
Support

Looking
ahead

Develop habits
of Good
learning and
revision

Celebrating
Success

Making the
right start

Be that Role
model:
Giving Back

Behave
Well

Knowing
where you
are at

Together

Year 10 Unique Ethos

Together: team-supporting each other, mutual **respect**, behaving well, attending every day, looking ahead, taking **responsibility**

We

Grow: learning from our **mistakes**, practising the skills we need, **rising to the challenge**, giving back, inspiring others

And

Succeed: results you are proud of, no regrets, having choice about your future, being happy, feeling proud, grateful

Year 10 Unique Ethos

"If we can work **together**,
we are **respectful** and can
take responsibility for our
learning so we can **grow**,
be **ambitious** and be **resilient**
in our learning and
succeed."



1557
Tadcaster
Grammar School

BE AN OUTSTANDING LEARNER

BE YOUR BEST SELF

AMBITIOUS learners:

- Are **fully focussed** and **ready** to work straight away.
- **Actively listen** to the teacher and others.
- **Participate** fully in their learning. **Ask** and **answer questions**.

RESILIENT learners:

- Give everything a go; see **mistakes** as an opportunity to improve.
- Show **maximum effort** and have a **positive attitude** at all times.
- **Respond to feedback** in order to improve.

RESPONSIBLE learners:

- Arrive **on time** and are **fully equipped** for the lesson.
- Hand all their work in **on time**.
- Always **behave and act in a safe manner** for themselves and others.

RESPECTFUL learners:

- Take **pride in the presentation** of their work and themselves.
- **Follow instructions** and are **considerate, polite and tolerant**.
- **Look after** the school environment.

Check your Values

T

G

S

The Journey Ahead

Report Home October 2024

**November
Mocks**



Report Home July 2024

Year 10
exams
Late June
24



Report Home
December 2024

**February/March
Mocks**

Report Home March 2025

**May - June 2025
GCSE Exams**



Be Your Best Self



Key Themes and Dates for 2023 and ahead



Year 10

- 7th October 2023 - Open morning
- 12th October 2023 - Sixth Form Open evening
- 8th January (w/b) 2024 - Report 1 (ATL)
- 26th February (w/b) 2024 - Report 2
- 6th-7th March 2024 - Parents consultation evening (online)
- 17th June (w/b) 2024 - Year 10 Assessment Week
- 5th July 2024 - Discovery Day
- 8th July (w/b) 2024 - Report 3

Key Themes and Dates for 2023 and ahead

Year 11 - Dates to be confirmed

- Reports issued October, December and March
- October - Year 11 Parents Information Evening, with a focus on Revision and Wellbeing.
- November Year 11 Mocks - over 2 weeks
- January Year 11 Parents Evening
- February/March Year 11 Second Mocks - over 2 weeks
- Early May - GCSE Art and MFL exams
- GCSE start-Approx mid May -until end of June 2025

GCSE Reports

- Six issued at GCSE
 - Three throughout Year 10
 - Three throughout Year 11

Academic Progress

Language used in reports

With a broad guide as to how this links to grades in Key Stage 4 (9-1 grades)

Current Attainment levels	Very broad indicator of GCSE grade equivalence
9 - 7 (A*/A in old money!)	9 - 7 (A*/A in old money!)
6 - 4 (B/C in old money!)	6 - 4 (B/C in old money!)
3 - 1 (D-G in old money!)	3 - 1 (D-G in old money!)
Entry level or functional skills qualifications in Key Stage 4	Entry level or functional skills qualifications in Key Stage 4

Attitudinal Information

“We firmly believe that having a fantastic attitude to learning is the key to success at TGS, no matter what your academic starting points are”.

We report on three key areas, using a 5 point scale for each.

- Behaviour for Learning
- Attitude to Learning
- Homework

The school sets the minimum benchmark at grade 2, with grade 1 awarded to students who go that extra mile

Grade	Grade Heading
1	Outstanding
2	Good
3	Need for improvement
4	Concerns
5	Serious Concern

≈ 93% of all grades are awarded in these two categories

Any students falling into these categories will be spoken to in school about how to improve. Please also have these conversations at home.

Detailed descriptors for each key area are included within each report.

Support available for Students at KS4

PERIOD 1 / TUTOR TIME will be running a programme of support on revision

One Stop Shop is available on the school WEBSITE

TGS SUBJECT SPECIFIC GUIDANCE (INCLUDING HOW PARENTS CAN HELP)

Weekly student bulletin and Tutor programme

FORM GOOGLE CLASSROOM



What works well and what doesn't?

REVISION TECHNIQUE	EFFECTIVENESS FOR MOST STUDENTS
Summarising reducing notes into key content	Low
Skimming skimming texts with fancy pens	Low
Rehearsed material rehearsal of material	Low
Rehearsed with tests creating stories to accompany the content	Low
Rehearsal going back over the same text	Low
Self-explanation working out how a problem was solved	Moderate
Elaborate interrogation asking yourself 'why' something is true	Moderate
Interleaved practice short, sharp activities (like concept training)	High
Spaced practice self-testing, factual recall, etc.	High
Distributed practice little and often - every half term and holiday	High





Consider this

	Self-Explanation	Elaborate Interrogation	Interleaved Practice	Spaced Practice	Distributed Practice
Maths					
Science					
History					
Geography					
Art					
Music					
PE					
RE					
PSHE					
Other					

Preparing for exams/revision

There are lots of resources and supportive material

11b2b English
Mrs Brown and Mr Richardson

Meet  
Join 
Not visible to students 

Class code 
mvbxxbm 


Upcoming
Due Friday
Year 11 Revision and Rea...
View all

 Announce something to your class

 Helen Cooney posted a new assignment: Year 11 Revision and Recall - Language Paper 1, Sect...
Yesterday

 Phillip Richardson posted a new assignment: Pictures for Storyboarding
10 Oct

 Helen Cooney posted a new material: Poetry Catch up - Lunchtime Sessions
7 Oct

 Phillip Richardson posted a new material: Mocks (Advice and calendar)
7 Oct (Edited 7 Oct)

 Helen Cooney posted a new assignment: Year 11 Revision and Recall - Poetry and Jekyll and H...
6 Oct

Mock revision list 



Stubbs, Elizabeth <e.stubbs@tgs.starmat.uk>
to TGS, me, Michael, TGS
Good morning all

Mon, 12 Sept, 11:19



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Please find [linked the revision list for the November mock](#), complete with **Hegarty** task numbers and Corbett Maths links where appropriate.

As Mrs Yewman said on the bulletin this morning, little and often works!

Please check with your class teacher which tier of entry you are doing

Any questions let me know

Mrs Stubbs

--
Mrs E Stubbs
Key Stage 4 Leader: Mathematics
(She/Her pronouns)

	Foundation	Higher
	Paper 1	Paper 1
	Paper 2	Paper 2
	Paper 3	Paper 3

- 1) Read and review the topics eg B1 and B2 - about cells, microscopes, specialised cells etc
- 2) Make something - a concept map, a set of revision cards, a PowerPoint slide, linked key words sheet etc
- 3) Past Papers/Questions - use their revision materials and the open mark scheme to work through past paper materials

[Science Revision Support](#)

KEY STAGE 4 "ONE STOP SHOP"

Subjects

General Revisio...

Parents' Works...

Next Steps

Year 11 Helpful ...

Discover how we support you through your next chapter, at our sixth form

open

0:00 / 1:22

You can keep up to date with our social pages:

UPCOMING

18/09/2023

Week 1
Starts: 12:00 am
Ends: 18/09/2023 - 11:59 pm

[View Full Calendar](#)

Year 6 Roadshows- Tockwith
Starts: 7:00 pm
Ends: 18/09/2023 - 8:00 pm

[View Full Calendar](#)

NEWS ARCHIVE

Select Month

SEARCH SITE

Search ...

DIRECTIONS / FIND US

Tadcaster Gr...
[View larger map](#)

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Grammar School

SYSTEMS

Gmail
KS4-One Stop Shop
My Child at School
Oliver
Parents Evening System
Class Charts

KS4 - One Stop Shop

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Subject	Exam board / exam code	Assessment during Year 10 How Students have been prepared so far?	Assessment during Year 11 How Students will be prepared from September 2023	Final/Terminal Examinations & Assessment
English Language	AQA 8700	Ongoing assessment of writing, critical reading, speaking and listening skills undertaken in class throughout each unit. Completion of the Spoken Language Endorsement assessment.	Ongoing assessment leading up to the November and March mock exams and will continue to be focused on critical reading and writing creatively and to present a viewpoint.	2 exams at the end of Year 11: Paper 1 - 50%: Explorations in Creative Reading and Writing 1 hour and 45 minutes Paper 2 - 50%: Writers' Viewpoints and Perspectives 1 hour and 45 minutes Spoken Language Endorsement (no exam weighting)
English Literature	AQA 8702	Essay assessments and Google quizzes are completed for each text. End of Year 10 mock exam on <i>An Inspector Calls</i> .	Ongoing essay based assessments throughout the year. Mock exam in November.	2 exams at the end of Year 11: Paper 1: 40% Shakespeare and the 19th Century Novel - 1 hour and 45 minutes Paper 2: 60% Modern Texts and Poetry - 2 hours and 15 minutes
Functional Skills English	AQA 8720/8725	Ongoing assessment of writing for different purposes, reading skills in response to a range of non-fiction texts and building confidence in different speaking and listening activities. Students have completed past papers. Students had the opportunity to enter for their Functional Skills exams during Year 10.	Ongoing in-class monitoring and assessment of reading and writing skills in response to non-fiction texts. Students will be able to sit this exam in November.	2 exams which are available at different points in the year. Paper 1: Reading 33.3% - 1 hour Paper 2: Writing 33.3% - 1 hour Paper 3 NEA: Speaking and Listening 33.3% - 2 tasks completed in class during the course.
Maths	AQA 8300	3 normal Phase based assessments by scheme letter. End of Year exam(s) by GCSE tier (including an Intermediate tier)	A review of Year 10 progression interweaved with new content as preparation for the Nov mock exam. Responding to findings from the mock exam and delivering new content. Preparation for the March mock exam. Responding to March mock exam findings and final exam preparation in the form of practice and past papers.	3 exams. One non-calculator 90 minutes each
Biology (including	AQA	Half termly assessment in the form of a traditional exam or checkpoint quiz,	Half termly assessment in the form of a traditional exam, checkpoint quiz, or mock	GCSE examination

The full document will be shared on the school website

How Parents can support in Year 10 and beyond?

- **Please keep in touch** - Get in touch with your son/daughter's tutor, Year team. Subject teachers can also be contacted for specific details - please see the regular Headteachers updates
- **Encourage revision** - Could use school resources to make a start, supervise, clear a suitable space, help with organisation
- **Listen** - Encourage 'off loading!' Remind them of different support available to them at school- talk to us, use your staff, other students
- **Consider other platforms for engaging students** - Useful sites inc. Get Revising.com, Revision apps-Forest, Gojimo
- **Help them manage social media, expectations of friends and extracurricular commitments**

How Parents can support in Year 10 and beyond?

- **Support with our 3 week challenge: ... and beyond**
 - **Arrange a space at home that you can call your own for your studies.**
 - **Collect some materials to help you organise your work - folders, wallets, binders etc.**
 - **Sort your personal calendar - arrange your subjects so you know on which days you'll complete your work i.e. Monday = Maths and Graphics, Tuesday = French, etc**
- **Prepare the ground for going MOBILE PHONE cold turkey!!**

How Students can help themselves in Year 10 and beyond?

- Be in school - make every lesson count
- Make Year 10 count - Good learning habits build momentum, recognise your potential, learn from your mistakes, Do the day job!
- Get in a daily routine of study - little and often is key.
- Make sure they have a quiet space to work, with no distractions. No TV. No phone. No Xbox.
- Use the many staff and resources to support revision and wellbeing.
- Avoid studying for some subjects and ignoring others.
- Healthy lifestyle and good nutrition are even more important than ever.
- Sleep is key to effective learning and various research studies show that good sleep patterns help learners consolidate knowledge whereas a lack of sleep results in poor coping strategies for managing stress.

How Students can help themselves in Year 10 and beyond?

- Prepare yourself to remove all **MOBILE PHONES / TECHNOLOGY**

Looking Ahead to Year 11

Post 16 options for your child

What can your child do after Year 11?

- Full-time education: College or Sixth Form
- Apprenticeship or Traineeship
- Minimum of 20 hours working or volunteering, while in part-time education or training

A Year 11 school leaver must remain in some form of **education** or **training** until their 18th birthday.

Doing nothing - a gap year is not an option.

If your child fails to secure an approved Post 16 destination they will be classified as a 'NEET'. (NEET stands for 'Not in Education, Employment or Training'). This will affect your ability to access [child benefits](#) for them.

How can you support your child with Post 16 planning?

Parental/carer support can make a big difference to your child choosing the right Post 16 option.

What's your child's predicted grades?

Do these meet or exceed the entry requirements?

What subjects does your child excel in and enjoy at school?

Are there new subjects or courses they can study?

What's your child's learning style?

Do they want to continue in full time education?

Does your child have a favourite subject to inspire a particular career pathway?

Would taking a range of subjects keep their options open?

Is there an apprenticeship route?

Will your child be workplace ready after finishing Year 11?

How can you support your child with Post 16 planning?

Parental/carer support can make a big difference to your child choosing the right Post 16 option.

- Go to Post 16 open days and evenings *- these run throughout the academic year starting in the Autumn term. These are a great opportunity to visit Sixth Forms, Colleges and Career Fairs.
- Be aware of application closing dates. Students can usually start applying towards the end of the Autumn Term in Year 11. The application window usually remains open until the end of the Spring Term. Some courses are more competitive and popular than others, so it is advisable to encourage your child to submit their application as early as they can.
- Look into what [funding](#) may be available to your child continuing in education.
- Listen to your child about any concerns they have about their next steps.

*Advance booking may be required, please refer to Post 16 providers information.

Support for every student

- Application support
- Apprenticeship guidance
- Career Guidance Appointments
- Dedicated Tutor time for supporting Post 16 and introduction to Post 18 Pathways*
- Employer Talks
- Interview preparation
- Tutor Mentoring Support Programme



**From October 2023 a 4 year personal development programme starts in Year 10 and supports transition into Post 16 long with planning for Post 18 destinations.*

Support for parents/carers

Links to websites and publications to support parents and carers to help guide their child with career planning and school leaver options. Click on the links to access information:

- ★ [Sixth Form at Tadcaster Grammar School](#)
- ★ [City of York Post-16 guide 2022/23](#)
- ★ [Post 16 education in the Leeds Area](#)
- ★ [CIPD Guide to Post-16 Career Options for Parents and careers](#)
- ★ [Further Education Open Event Information](#)
- ★ [Guide to University](#)
- ★ [Guide to Apprenticeships](#)
- ★ [Guide to Engineering Careers Leaflet](#)
- ★ [UCAS Information for Parents and Careers](#)

Post 16 College Information events 2023/24

ASKHAM BRYAN COLLEGE

18 October 2023
25 November 2023
20 January 2024
9 March 2024
12 June 2024

[Click here to find out more](#)



BISHOP BURTON College

Selected dates from
7 October 2023
to 14 May 2024

[Click here to find out more...](#)



UTC LEEDS
UNIVERSITY TECHNICAL COLLEGE

26 October 2023

[Click here to find out more...](#)

LEEDS CITY COLLEGE

From 4 October 2023 to
16 May 2024 various
open day events
across all sites

Check [website](#) for further details.

Leeds College of Building

Selected Dates from
19 October 2023 to 20 June 2024
[Click here to find out more](#)



HARROGATE COLLEGE

Selected dates from
11 October 2023 to 12 June 2024
[Click here to find out more...](#)

YORK COLLEGE & UNIVERSITY CENTRE

Selected Dates from
19 October 2023 to 20 June 2024
[Click here to find out more.](#)



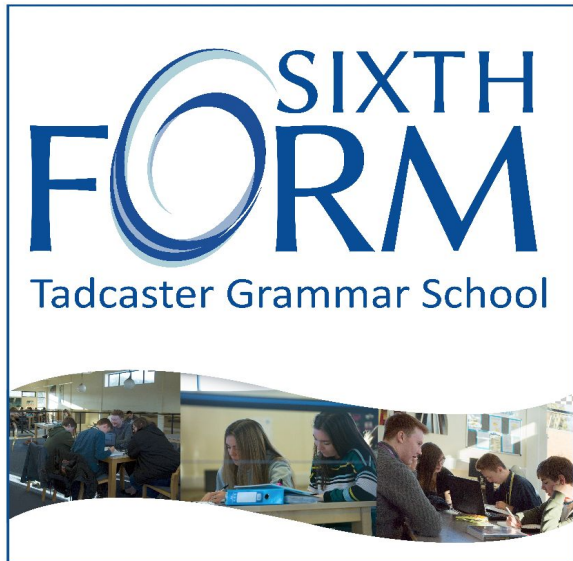
Selby College

21 October 2023
22 November 2023
3 February 2024
19 June 2024

[Click here to find out more..](#)



Tadcaster Grammar School Sixth Form



**Sixth Form Open Evening
2023 12th October 6-8pm**

We are incredibly proud of our excellent Sixth Form provision, offering over 30 A Level and Btec subjects to students. **Prospectus**

The success of our Sixth Form is evident by the destinations of our Year 13 students with 100% going onto University, Higher Degree Apprenticeships and Employment.

We also offer a variety of opportunities for students to develop their leadership and employment skills through our extra curricular programme.

Alongside this, we have a superb pastoral care and personal development provision looking after the wellbeing and futures of all our students.